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ABSTRACT

A seminar on how to make education more responsive to our "fast-changing, unstable and incendiary society" was held as part of the North Reading Screen Education Project, at Andover, Massachusetts in November 1969. Conference participants pointed out, for example, that "no one knows how to make a ghetto school work", and that millions of white students are victims of schools "that can't teach kids to read in lily-white suburban areas any better than in black city-center schools", and that of the 3 million students who entered college in the year preceding the seminar, 40% were expected to drop out out within two years. Many participants felt multi-media communications offered the only cure to "the endemic toxicity that is infecting the very lifeblood of our future". To be successful a multi-media instructional system needs three parts: trained teachers who are professionally certified, a scientifically designed curriculum and physical equipment designed to meet established specifications. (MG)

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INSIGHT AND CONTROL

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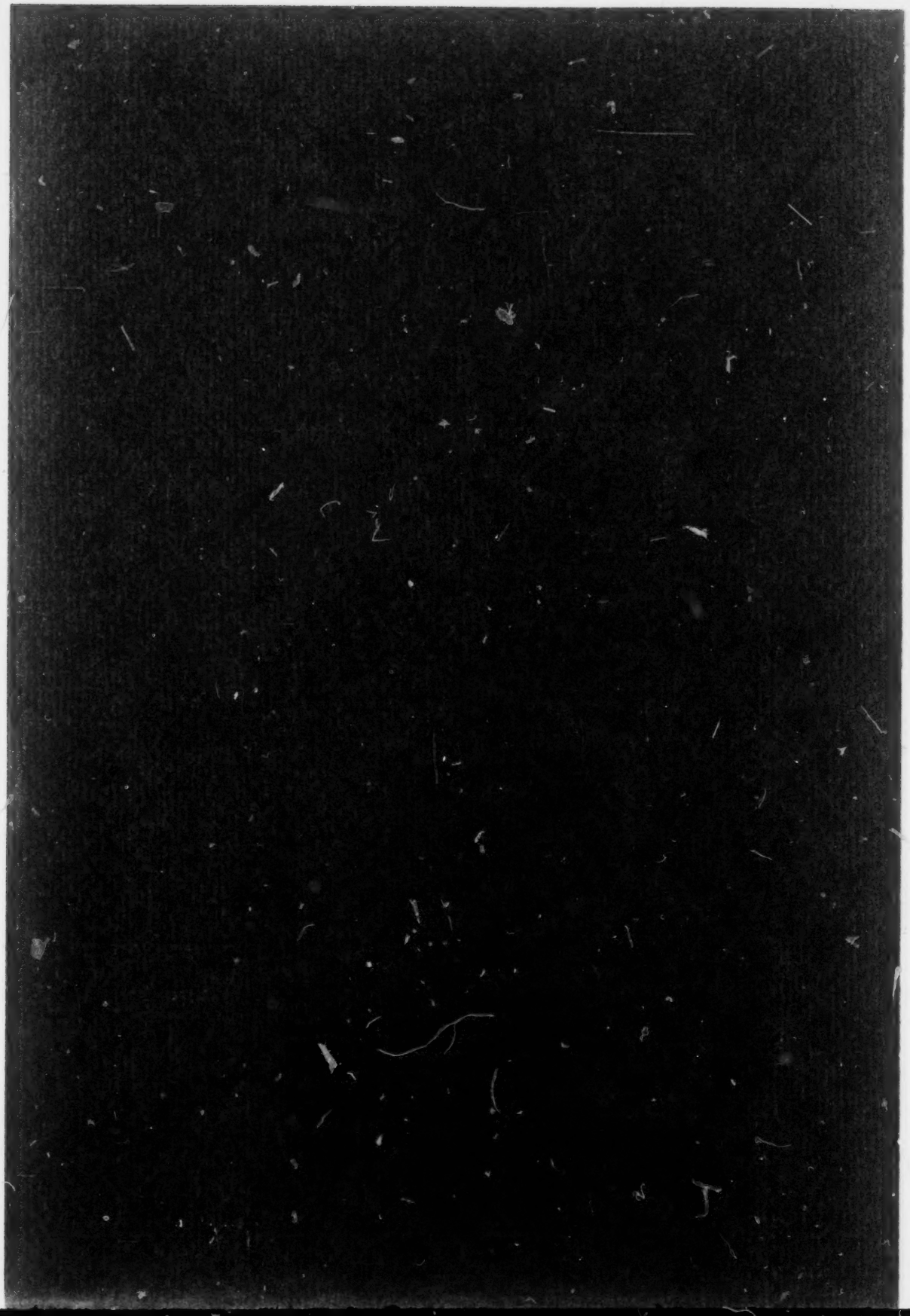

I. November Third, 1969

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A curious thing happened in Andover, Massachusetts, on November 3rd. It was the second day of a two-day conference in which a group of forty people had met as a panel to discuss a problem in education.

With calculated understatement, the announced purpose of their meeting sounded considerably less than earth-shaking; but that was deliberate sophistry. For the problem they were about to be handed is, in fact, one of the most serious in the world today. Buckminster Fuller recently stated it to an audience of 500 scientists, philosophers and diplomats, which included the Prime Minister of India, in New Delhi: "The time has come, and there is little of it left, to effect entirely new educational strategies the world over . . . It is clearly to be utopia or oblivion."

But Anthony Hodgkinson and David Powell, the Directors of the Andover Conference, introduced the problem with the innocent inscrutability of a couple of process servers. The purpose of the meeting was, they said, "for this group, made up of selected experts in several areas of educational concern, to arrive at some specific recommendations directed to and through the Federal Government to educators in this country regarding critically needed improvements in the teaching and learning processes through the use of important new methods of media communication in education."

They had selected their people for particular subtleties of intelligence and competence with an elegant intuitiveness for the resulting chemical reaction, and now, with arcane composure, they had quietly handed over to them the problem of conceiving and initiating what could amount to a revolution in public education.

That conference, which is the subject of this article, is designated as PHASE II of the North Reading Screen Education Project. A report on the North Reading project, entitled *An Investigation into the Practice of Screen Education*, is PHASE I. It is a voluminous companion piece to this chronicle, and should be read thoroughly and thoughtfully by everyone in public education imbued with more concern for the future of learning than for the future of tenure. There will be more about PHASE I in the context of what follows, but its special significance here concerns the resulting Andover meeting, where some of the smartest collective thinking in many a seminar (a favorite diversion among pedagogs) may have started something that mustn't — and hopefully can't — be stopped.

"Thought," said Bertrand Russell, "is merciless to privilege, established institutions and comfortable habit."

I was asked to monitor the seminar and write a report of it. Instead, I requested the prerogative of writing an *article* about it. There were important reasons for this which should be of interest both to the reader and to other journalists of the genre. First, as a "literary form," the Conference Report usually has the style, if not the dash, of an address to mothers by Calvin

Coolidge. Second, spoken language — extempore — seldom reveals more than an elusive intimation of the individual's mental baggage, requiring an extrasensorially perceptive interpreter (and some tough city desk editing) to get the message. And finally, I dared to suggest that unless the story had substance enough to catch the cynical eye of a tough magazine editor, maybe it wasn't worth writing, anyway.

As it happened, the instinct was right. The entire conference was taped; and only through long pauses in the playback for the slow process of analysis, some clairvoyance and a good deal of research into facts and source materials underlying many puzzling or provocative statements, did the story come through clearly and whole.

Consequently, instead of an edited verbatim transcript, which usually comes out as an embarrassment or an affrontery to the true intelligence of the transcribees, this article is an *interpretation* of the collective cognition of the people there, and, as such, is actually much closer to the true mentality and analytical competence of the meeting. Quite a few statistical, actuarial and experiential facts have been added, for instance, which were not actually stated but which were clearly underlying discussions and statements that *were* made. This required research, and as much interviewing with individuals as time permitted. But it should be emphatically pointed out that whereas the style and much of the commentary would seem to be the writer's doing, this extrapolative technique is a device for revealing the *intrinsic* values of a very important meeting by an exceptional group of people.

"The aim of art is to represent not the outward appearance of things, but their inward significance; for this, and not the external mannerism and detail, is true reality." — Aristotle

II. Some Realities: A Frame of Reference

Any active concern for the future of education which is not based upon a reckoning of certain exigent facts of life and death in our fast-changing, unstable and incendiary society is bound to produce too little too late.

This proposition constituted a main theme of the Andover meeting. Here are some of the realities of that theme which were implicit in the discussions, and which helped to force a set of conclusions and recommendations for an agenda of action that makes this narrative important:

Item: There are 12 million children in the 3 to 5 year age group, most of whom are receiving no pre-school training or guidance . . . There are 45,280,000 children in the primary and secondary grades who are victims of "the reality of bad schools that can't teach kids to read in lily-white suburban areas any better than in black city-center ghettos." (David Ginsburg, former Director of the President's Commission on Civil Disorders) . . . Of the 3 million high school students who entered college last fall, 40 percent will drop out within the first two years.

Item: There are almost 10 million young people under 25 years of age who need mental health care, according to the Joint Committee on Mental Health of Children. One out of six children is summoned to court before he is through adolescence, and on any given day nearly 100,000 boys can be found in our "correctional" institutions at a cost of a million dollars a day — a totally negative use of a third of a billion dollars annually.

Item: "The plain fact is that no one yet knows how to make a ghetto school work." (Master Plan for New York City) . . . In New York City, 103 heroin addicts died in October, a typical month; average age: 22 (Office of the Chief Medical Examiner) . . . In the City's schools "children in the 12th grade are at the 6th grade level." (Jensen) . . . The full story of New York's tragic school strike reads like a scene from Marat/Sade, stage sets by Hogarth.

Item: Two-thirds of all reported cases of syphilis and three-fourths of the ghonorrhea patients in the U.S. were between 15 and 29 years of age.

Item: The World Health Organization rates the world-wide problems of adolescence among "the most disturbing, frightening and least understood" in our society today.

Item: In a DAVI survey conducted by a national dial-access company among 600 educators, 43 percent named as the major cause of student riots "irrelevant curricula," and 55 percent said they would apply any additional financial aid to new instructional materials and curriculum development.

Item: The AFT conducted 52 teacher strikes in 24 months, with promised increases to come. Improved salaries and "tenure" were the principal issues.

Item: In the public sector, the "Working American" involves 23 million families. Of this predominately blue-collar adult majority, 94 percent have no education beyond high school, and 43 percent completed no more than 8th grade schooling. In other words, wage-earner parents representing more than

one-third of the nation are themselves educationally unprepared to demand any drastic improvement of the condition of decrepitude in the public school system.

* * * *

The dangerous pollution of our physical environment is common knowledge and already the casus-belli of a massive new "post-Vietnam" youth crusade. But the contiguous and equally dangerous condition of aesthetic pollution — of educational pathogenesis and student psycholepsy — is scarcely even realized by educators, and seemingly least of all in the spawning grounds of the public school system.

In scarcely more than two generations of the American Dream, our moral and aesthetic values — our youth and their education — have been violated by two World Wars, a depression, and two prolonged "limited" wars. As a *direct result* of this ethos of violence and cultural deprivation/regression, our ludicrously vaunted Great Society has a higher crime rate — lives in more squalor and ugliness — has a greater percentage of mentally sick and a lower literacy level than any of thirteen countries in Western Europe — and is 13th in infant mortality.

It's little wonder that the student generation is cutting out. And this is no passing tarantellan seizure. As Fuller declared in the New Delhi speech, the youth of today is instinctively revolting against all "closed area concepts," of which sovereignties and political ideologies are examples. "They are moving," he said, "toward an utterly classless omni-world humanity . . . We must begin today to expose our youth and ourselves to the fundamental self-discipline of *conceptioning*, which is the only real educational process."

* * * *

Today's alarmingly pervasive alienation of the generations differs greatly from the past in that the communications media *have* become the message, supplying both the *content* of discontent and the instrument — the special frequency or wave band — of its dissemination. (McLuhanism in a nutshell.)

Obviously the instrument itself — multi-media communications — offers the only means of approaching a cure to the endemic toxicity that is infecting the very life blood of our future . . . and that "instrument" must be provided by education, and its use directed on the basis of the organism's self-knowledge and instinctual diagnosis of the therapy required.

This, in essence, was the rationale of the "clinicians" at Andover. And it had been tested, verified and documented by Tony Hodgkinson and David Powell in the two-year North Reading program which was cited by the Andover group as one of the most thorough, and comprehensive contributions to the development of media education.

* * * *

III.
Media Education: an Accounting

What are we talking about? What are these new concepts of teaching which a small group of conspicuously sober people were discussing in terms of "revolutionizing" public education?

The answer to that involves a relationship of new findings in genetic biology, psychology and a branch of educational philosophy stemming from Rousseau to Dewey to McLuhan. The result is an entirely simple and sensible view of the learning/thinking process as it has been affected by the new communications media and technology that are shaping our lives with an "omni-world" humanistic involvement that swings wildly — and momentarily — through the turbulence of psychic phenomena as dissociative as the World Series, Biafra, "Heide", the Middle East crisis, computerized automation and the Songmy Massacres.

But no doctrine of generally agreeable principles has been drafted for this new School . . . no model of generally acceptable methodology has been certified . . . and not very many of even our learned pedants (tautology intentional) seem to know enough about it to be particularly concerned.

The inevitable is often invisible to those closest to it.

* * * *

Meanwhile, "the classroom is now in a vital struggle for survival with the immensely persuasive 'outside' world created by the new information media. Education must shift from instruction, from imposing stencils, to discovery — to probing and exploring and to the recognition of the language of forms." (McLuhan)

The state of arrested development in pedagogical cognition which makes such a glaringly obvious truth apparently unrecognizable to the majority can only be charitably attributed to the political ineffectuality of the comparative handful of media specialists. Somewhat less charitably, it would seem that the groves of academe are more than adequately peopled with a variety of over-endowed scholastic specialists often referred to by their younger colleagues as "idiot savants."

In any event, the scattered and dedicated individualists in the media camp, although strongly oriented, seem scarcely to have been introduced to each other. As a result, the whole subject has become tangled in idiomatic and semantic confusion. Thus we have "Screen Education," "Film Education," "Media Education," "Visual Literacy," "Audio-Visual Instruction," "Computer-Assisted Instruction," and even such precious inventions as "Mediacy" and "Mediocracy."

Each of these terms has been applied to variations on the main theme, in many small, loosely related chamber group activities which have been the subjects in turn of numerous convocations, all having little cohesion and following no established score. The result is analagous to an orchestra tuning up.

The American Film Institute, for instance, was represented at 38 conferences in 12 states last year. One of these was even auspiciously bannered as The First National Conference on Visual Literacy. Although a quite formidable gathering of 300 professionally involved people, the meeting had no clear theme and was politically innocent of any apparent activist intent. It's not surprising that there was no representation from the AFT or from school boards in the desperate wards of Megalopolis.

However, despite considerable disunity and confusion, it would be a serious error to overlook the positive results of all this energy. On balance, it has created a favorable climate for growth and a widening spiral of interest. But its time for becoming an organized force for change is overdue . . . and this was the reason for the Andover meeting; and for the fact that it wans't simply another instance of happily affirmative colloquy.

On the contrary, there was a strong feeling of satiety . . . that the time had come! The fundamental values of media education — the remarkable variety of technological tools — the crying need for certified curricula and professional teaching competence — these have been repeatedly demonstrated in workshops, classroom studies, theoretical research, and staggering quantities of reports and papers.

At lunch, one of the group remembered the story of the time the mailing list computer got stuck on a single name and ran off 2 million solicitations of a magazine subscription to a hermit in an Arizona ghost town. When the twentieth truckload appeared on the horizon, he scrawled out a reply: "I'm sold. Send me the damn magazine."

IV. Dilemma at the Crossroads

H.G. Wells said that human history becomes more and more a race between education and catastrophe. It was quoted over the rim of a Martini. "Catastrophe's leading in the back stretch," someone remarked. But Bertrand Russell says that he doesn't consider oblivion a worthy finish to "such an enormous prelude," someone else contributed. . . . The educational philosophy of Johann Pestalozzi and Maria Montessori were recalled, and someone mentioned Robert Briffault (an English anthropologist, it seems) who said that the effects of early instruction are, like those of syphilis, never completely cured.

It was the kind of talk that carried over into the first afternoon session — a mixed bag of general discussion which gradually took form, like sculptor's clay, into some conclusions:

That the whole media education movement is at the crossroads . . . that its lack of direction, and the confusion of a "vanguard" riding off in all directions of experimentation, research and doctrinaire theorizing, tends to have the internal effect of self-cancellation and the external effect of appearing as a disorganized form of amateurism. The result is that in many (and probably most) cases, school boards, superintendents and faculties generally observe the experiments of this impecunious "highbrow cousin" with politely faint praise as more permissive than permissible.

There is the danger, too, that misinterpretation of its surface elements as superficialities — "a lot of kids out taking pictures or watching movies" — gives it a resemblance to the more vulnerable aspects of 'Progressive Education' as attacked with such polished sarcasm by Albert Lynd in *Quackery in the Public Schools*, that cleverly vicious polemic against any form of irreverence to the Latin-Grammar-and-Square-Root School of 19th Century piety.

The absence of organized public and "political" recognition results in some hard uphill sledding. As a recent example, a sensitive, intelligently designed multi-media course for a single grade of 10-year-olds was finally adopted by a small minority of schools in "almost 100 school districts" of the 27 *thousand* in the U.S. — or less than 0.4 percent — after *five years of testing*.

The reason was that this was a typical case of isolated entrepreneurial inspiration and effort, with no main body of support to certify and promote it.

Leadership must be developed for the establishment of a unified, authoritative, politically motivated Organization of media educators . . . for the development of a formal and formidable teacher-education program . . . for the scientific design of woefully needed curricula at each social, economic, ethnic and learning-capacity level of public education . . . and for a campaign program of "Merchandising and Selling" to the public and (above all) the teaching profession.

* * * *

As its Director, Tony Hodgkinson kept the meeting on course and very deftly steered it toward a planned objective — which, for once, was a destina-

tion. ' We are not simply working with screen education," he said. "We are working with a great revolutionary theme — with the condition of education as a whole, and with the problems of what must be done about it. Today, everything is being questioned, and so we must concern ourselves with the fundamental question of precisely where we are going, and how we are going to get there. . . . Time is running out!"

This was from the tape. Here are some other excerpts (unedited) which began to fit together nicely in the final session, when the chips were down and the "curious thing happened." (Speaker identity withheld due to uncertainty, and to protect the innocent):

"What should a teacher know about media, and where is the best place for him to learn? . . . It took many years of work and a lot of genius to develop film to the point that it can now really create artificial experiences that move us and tell us something about the condition of man. It would be arrogant to presume that we (teachers) don't need to learn how film and the other communications media work — what makes them work; just as knowing how to read doesn't make an English teacher."

. . .

"Widespread interest in screen education has developed only in the last ten years. And the fact is that many Teachers' Colleges are broke. If the computer people are right and the computers of the future will be graphics-oriented and non-print oriented rather than the print orientation of the business machines, we're about in the position that science was in the Twenties, when chemistry was introduced at the high school level."

. . .

"We can see print disappearing as tape increasingly takes its place. But to think that literature or the verbal message as encoded in the human organism will ever disappear is impossible. Language is the first mass medium and the one universal communication system we have. . . . It is not possible to operate solely out of visual media."

. . .

"It's not a matter of film versus print; it's a matter of codes, and we must teach in all the codes of our culture. We simply have to say that the visual media comprise *one* of the codes. It interacts with all of the other codes and is dependent upon them . . . We have to teach the art of vision."

. . .

"The aim of education is the creation of artists — of people efficient in the various modes of expression; and expression, of course, is thought."

. . .

"It would seem to me that the aim of media education is also the creation of great *teachers* — using the same available teacher material but in ways that transform ordinary, usual, or 'average' competence so as to produce extraordinary results."

. . .

"The irrelevance of the standard public school curricula to the world of reality, and of *realization*, that these kids are living in is the reason most often cited for their 'turning off'."

. . .

"In the last fifteen years we've undergone more moral and ethical change than any other society in history. And structural change -- physical, technological. Any change creates the need for more change. And on a more serious level."

"The truly educated man is the one who combines the effective and the cognitive into something that is wisdom; and that is what education should be.

. . .

"We need to find ways of making the traditional school modes of instruction and training more relevant and acceptable to a new breed of student. . . . We must abandon our concentration on divisive 'subjects' and 'courses' based on linear concepts largely inapplicable to an instant-impact, media-dominated present and future, and turn to what has always been the true subject of education — the human being."

. . .

"The final context of media studies will be within the overall ecology of earth. John McHale's references to economics and religion (in *The Future of the Future*) remind us that the contemporary reorganization of the world's economic resources — the war on poverty; aid to undeveloped countries — runs parallel to attempted reunification of man's traditional spiritual resources in the ecumenical move. Economic and ecumenical share a common Greek root with ecological. To quote Wallace Stevens, all our studies in housekeeping aim at making the world a nome. And if Ezra Pound is right, that beauty is seeing all the relationships, aesthetic education will be the study of this evolutionary process of total planetary interaction. The arts and sciences will be joined, and man's learning will be through sensitivity training — meaning training in the use of *all* the senses."

. . .

And so it went during the first day, ranging widely from some elegant philosophic discourse to fleeting discussions of the problem-of-the-problems in a seemingly formless dialogue. But underneath, the chemistry was beginning to work in the interaction of this unusual and strategically selected group of talents and disciplines.

The Conference Directors were the catalyzers, and the steps in the chemical action were leading to the achievement of a kind of "critical mass."

* * * *

V.
The Lesson in Anatomy

The "Problem" was reduced to fundamentals. A simplified model for any unit in a multi-media instructional system must consist of three organic parts: Trained teachers who are *professionally certified* . . . a curriculum *scientifically designed* to accommodate the particular environmental conditions in which the model must function . . . and physical equipment designed to meet *established specifications* for the requirements of that particular model. (The italicized words should be noted closely.)

Each of these organic parts was examined with ascetic detachment. Following is the diagnosis:

Teacher Qualifications

As far as professionally qualified media educators are concerned, both supply and demand are negligible. There are no reliable estimates of the number and qualifications of the people in the field, but there are some indexes.

There are 2,240,000 non-college teachers, of whom 1,570,000 — or 70 percent — are women. Roughly only one-seventh of the total number of non-college teachers are in the private school sector, where comparative administrative freedom and often more favorable financial circumstances have made possible most of the activity in media instruction.

Contrarily, in higher education the private institutions outnumber the public by about two to one. Logically the colleges and universities would be the sole source of teacher training, but a high percentage of practicing media teachers are self-inspired individuals, often as much devoted to learning as to teaching, and having no degree or official certification in the field. Meanwhile, the rate at which new colleges are opening seems to be running comfortingly close behind student efforts to shut the old ones down, with a frequency of one a week. The picture at the higher education level couldn't be more blurred.

How much in demand are the media people? The Education Section of the Sunday New York Times, in a typical mid-semester edition, carried 73 classified Teacher-Wanted ads. Two were offering jobs in media instruction. One of these was to administer audio-visual programs in a high-income county school district.

Curricula

The predicament of media curriculum materials is not even sufficiently coherent to be evaluated. One of the tacitly accepted conclusions reached at Andover was simply that no single hard-and-fast "textbook type" of curriculum design could be successfully applied across the board to any general grade level, course, subject or other arbitrary segmentation traditional to established curriculum practice.

Curricula must be designed in a broad range of models to adapt to widely variable levels of student aptitude and of social, economic, ethnic and cultural influences on individual psychology.

The achievement of such a task would loom about as invitingly as the North wall of the Matterhorn, were it not for one remarkable, but seldom remarked, fact: The knowledge and experience exist!

In the past ten years of individual consecration and group dedication to a cause that must one day seem as clearly an inevitability as radio, television and walking on a distant star, virtually every conceivable kind of experiment in curricula, teaching methods and student learning problems has been explored and evaluated . . . by someone! The North Reading program is an outstanding and comprehensive example.

The current edition of ERIC lists 47 of "the most significant and timely" documents devoted to the EM classification — Educational Media and Technology. The most definitive selection of works from this archive alone represent sufficient assets for "incorporation," or for "going public."

If all the meaningful data were to be programmed into a computer (and this very thing might be done if the Andover group carries on from here), an entire system of education could be developed, complete with examples of visual materials, equipment and instructional methods for every branch of public school education — every regional tributary to the main stream of our cultural and aesthetic future.

With such a design established, teacher education would follow as certainly as understanding follows knowledge, in accordance with the natural laws of life and growth and the beauty of reason.

Hardware

McGuffey's Reader was a teaching tool. A less than sublime improvement of it still is, to the extent that a minor implement of punishment might be called a tool.

"The establishment in lower and secondary education is probably the most encrusted in the entire world," said Robert Finch, Secretary of HEW. "They are still teaching children as we were taught thirty years ago. A child today who comes into kindergarten has had from 3,000 to 4,000 hours sitting in front of that television tube, absorbing unstructured data that takes him way past Dick and Jane. And the system just doesn't respond to that."

We are living in an age of communications miracles, a fact that would appear to be, for most public school teachers, one of the best kept secrets in Christendom. . . . It was no secret at Andover.

In fact, some of the most animated and sophisticated discussion of the seminar was on the subject of "hardware" and advanced technological developments that are relevant to the New School of the future. Some of these are so advanced and so recent that the knowledge of them exhibited by an essentially academic group seemed remarkable. It demonstrates the extent and range of contemporary awareness which exists among at least the top few in media.

Also present in the meeting were two representatives from the science and industry side of communications media, who were intimate with the engineering aspects of the subject.

In addition to the commonly known devices of photography, cinematography, videography, radio, recordings and tape, there was a good deal of discussion of such advanced developments as videotape recorders; new systems for computer animation; high-speed microfilm digital data storage and visual printout; random dial and remote computer information access; tele-lecture and tele-writing devices; multi-screen and wall-size television reception and projection; and holography.

I learned, for instance, that "our brains work holographically." And that

"the computer network of the future will resemble the telephone network world rather than the present business machine world. Instead of getting printouts you'll get computer graphics. There will be an enormous proliferation of moving images. There will be complex image systems that the child can manipulate, and large-screen devices that will be driven by EVR, television receivers, and new systems now in advanced development."

CBS, Eastman Kodak, RCA, Xerox, AT&T, IBM — "all of the people in the communications industry are bidding for a share of the market . . . satellite TV, Cable TV, Pay TV — Dial-select and closed circuit TV — EVR, Selectavision, cartridge videotape, 8 millimeter film — it's all just a question of where the education market will buy visual image and sound."

We were told that Kodak has recently set up a Learning Resources Laboratory, and is expanding its Educational Marketing Division. Carousel AV, the MFS-8 and the Ectographic Visualmaker were designed specifically to try to answer school needs.

How far has this kind of information penetrated the world of education? The past-tense answer must be alarming. Among the naturally desirable attributes of the distaff 70 percent in the public schools there reposes a good deal more femininity than engineering savoir-faire.

But the future holds great expectations. For equipment characteristics and specifications also can be programmed into some kind of analysis and selection system, relating capabilities to curriculum requirements, cost factors and other classroom considerations.

Not all of the discussion was affirmative. Industry was admonished for not assisting the education people in understanding the systems capabilities; for not aiding them in knowing what they need, and how it can be or has been effectively used.

Industry argued that its first concern must be in commercial markets that will prove out the R&D investments in a highly competitive field . . . that the potentialities of an economically depressed education market must wait. Pedagogy argued that this is short-sighted industrial pragmatism . . . that the education market involves one-third of our entire population in students and teachers, and that this total body actually is its largest future industrial/consumer growth market.

This became pretty animated, and led to the proposal of one of the smaller planks that was developed in a "campaign platform" — and which development brings this story forthwith to a surprising conclusion.

VI.
The Premise, The Platform and The Promise

The Premise

The generally accepted definition of media education applies to a system of educational philosophy and method generated by the violent transition that has occurred from a classical, lineally-directed culture, as old as history itself, to the sudden omni-world, multi-media society of "Instantaneity."

Its importance as an ecological and ecumenical force in education is critical, and time is running out. Meanwhile, a small, non-political community of scholars is attempting to generate a new movement in a generally alien world of entrenched orthodoxy in the public school system, where media-based instruction programs exist only scantily, usually on sufferance and in a kind of defensive symbiosis.

The time has come to blow the whistle on the peripatetic repetition of conferences devoted to established conclusions and generally leading to agreement that "further studies in depth are necessary."

The Platform

On the morning of the second day, the meeting was divided into three groups, each of which was asked to draft specific recommendations. In the afternoon, the three groups convened and presented their results. As synthesized here, they constitute the outline of a recommended course of action which, for the first time in the long litany of epistemology, combines the hard logic of management procedure with a 3-plank "Campaign Platform" that should go far to gladdening the hopes of the Party:

1. Creation of a central Consulting Panel of "super stars" in media education. A nucleus of key people exists. This centralized control or management group would work with or through the Office of Education in developing the logistics of an organized thrust.

The Office of Education is more than sympathetic; it is *aware*. But it cannot, by virtue of its invested function, design or institute media programs beyond its capacity of supporting educators themselves in demonstrating the importance and winning the acceptability of its New School of teaching.

The Control Group would establish consulting teams to be made available to colleges, schools, State Departments, school boards, etc., for the development of action programs in curricula designs and teacher education.

Thus, the first order of business for the Control Group would be to develop funding for the process of "computerizing" (figuratively, or even literally) all qualified experiential material and research data into a system of patterns of learning for both school and teacher education curricula.

Funding should come through a coordination of power structures in industry, government, the foundations and education.

2. Development of an advertising, promotion and public relations campaign to be launched at the national level, using all the media commonly required by

industry in introducing a new product or service. The audience includes the general public (parents) . . . the educational community (teachers, administrators, superintendents, etc.) . . . and the student population.

Such a campaign must be *professional*, and would be a multi-media thrust utilizing network television and NET (e.g. the American Cancer Society spot broadcasts) and print media in strategic ways. (The Volkswagen campaign initially made sales history on a very modest budget.)

Professional volunteer assistance and "public service" contribution support would be sought, in addition to collaborative aid from major corporations in the communications industry.

Some obvious examples of component materials: A documentary film for national theatre distribution (e.g. Kaiser Aluminum's *Why Man Creates*, by Saul Bass) . . . a New York Times Magazine supplement (e.g. *Art is Not an End in Itself but a Means of Addressing Humanity*, produced for Amalgamated Lithographers; over 200,000 reprint requests, mostly from teachers) . . . general and specialized literature, including a name-authored book (e.g. the antithesis of *Quackery in the Public Schools*, still selling after twenty years.)

The theme of the campaign must be dramatic, positive and above all, urgent. It need not derogate public education but rather promise a new age of greatness through the use of modern technology, with "the machine as an extension of the teacher." (Conference quote.)

3. Education of the educators regarding the new media technology and its uses in teaching. Mobile traveling units might be created to display equipment and demonstrate the new media in sample curricula.

In our heterogeneous society, the public school system must serve ethnic and provincial sub-societies as disparate as Appalachia and the Ozarks; the Cajun country of Louisiana; the South Side of Chicago, and Ocean Hill-Brownsville in New York; Indian reservations, and the privileged world of the private school. Mobile units, cooperatively funded by industry, could put the show on the road (e.g. mobile libraries, now common; the "Arts in Education" caravans of the JDR III Foundation program.)

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There were a number of interesting supplementary recommendations. One concerned the use of the student community (invariably pro-media) in promoting the New Education and exerting local pressure.

The idea of conducting a series of competitions among teaching professionals in curriculum model designs was discussed as an added means of publicizing the movement.

The use of professional consultants in the arts, writing and marketing communications was favored, with strong agreement on the need for top quality work at every level of promotion and publicity.

Et cetera.

The Promise

The curious thing that happened at Andover was simply that a group of scholars turned from pedants into politicians. Out of an amorphous aggregation of proselytes they had formed a party . . . out of a philosophy they had built a campaign platform . . . and out of necessity they had nominated a candidate.

All unintentionally, the candidate turned out to be themselves. For they had succeeded in involving themselves in stratagems of such flagrant good sense and "political" urgency that there's now nowhere else to go but further.

The list of these people is appended. It contains a nucleus of individuals blessed with all the wisdom, disciplines and expertise required to cause the tragically needed creation of a new world of education.

* * * *

Someone has said that if man hadn't stumbled on the accident of speech, he would have been forced to invent a more effective means of communication. It took our simian ancestors 30 million days to refine their guttural dysphonia into neolithic oratory, and to develop the earliest "visual literacy" in cryptographic symbols and codes. It took another million days to achieve our present enlightened estate.

In a small world of 3½ billion human beings plagued with more than 2,000 different languages, we seem scarcely to realize that there is only one which can be dimly understood by all.

Only yesterday came the invention of movable type, the printing press, and then Alois Senefelder's lithographic process (c. 1798) of graphic reproduction, followed by Daguerre's magic box. And now suddenly — late this morning in the time scale — we've been rocked by an explosion of visions.

It's little wonder that we're confused . . . that a young mind turns away from the tedium of archaic ideas when the whole world can be turned on with a flick that commands a magic system of telestars in space — mirrors of infinity in which he can see himself and the sublimation of all that has been.

Stan VanDerBeek, a brilliant young artist-in-residence at MIT's Center for Advanced Visual Studies, opened the Andover meeting with the showing of an unforgettable film — and with an unforgettable graffito that was scrawled on a science laboratory wall. . . . "The future ain't what it used to be."

In a world of crisis, faced as we are with the choice of utopia or oblivion, it is time to go out and meet that future before it vanishes as no more than an illusion — a myth of what might have been before it was too late.

That is what the people at Andover seemed to be thinking. And that is what they must now do.

Call it PHASE III . . . and count me in.

Sydney S. Field